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ABSTRACT

This study evaluated the city of Boston's Magnet Movement Athletics Program, which brought together inner city children with suburban children in a movement oriented program designed to facilitate racial harmony and the growth of positive interracial attitudes. Four hundred seventh and eighth grade black, white, and oriental children underwent a divergent activity program at two neutral sites. The program began with proven sources of integration potential (i.e., basketball, soccer, etc.) at a university setting, and ended with more risky association at a residential field experience (camp). The attitudes, self-concepts, behaviors, and interaction patterns of the children were measured. Results indicated that attitudes were more positive, that mean scores in self-concept improved, and that interaction pattern measures distinguished between activities in favor of team sports. Expressed opinions of subjects and teachers rated the residential field experience highly successful. It appears that movement oriented programs offer a safe and successful medium through which racial integration can occur. (Author/RC)

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ACHIEVING RACIAL INTEGRATION THROUGH
MOVEMENT ORIENTED PROGRAMS

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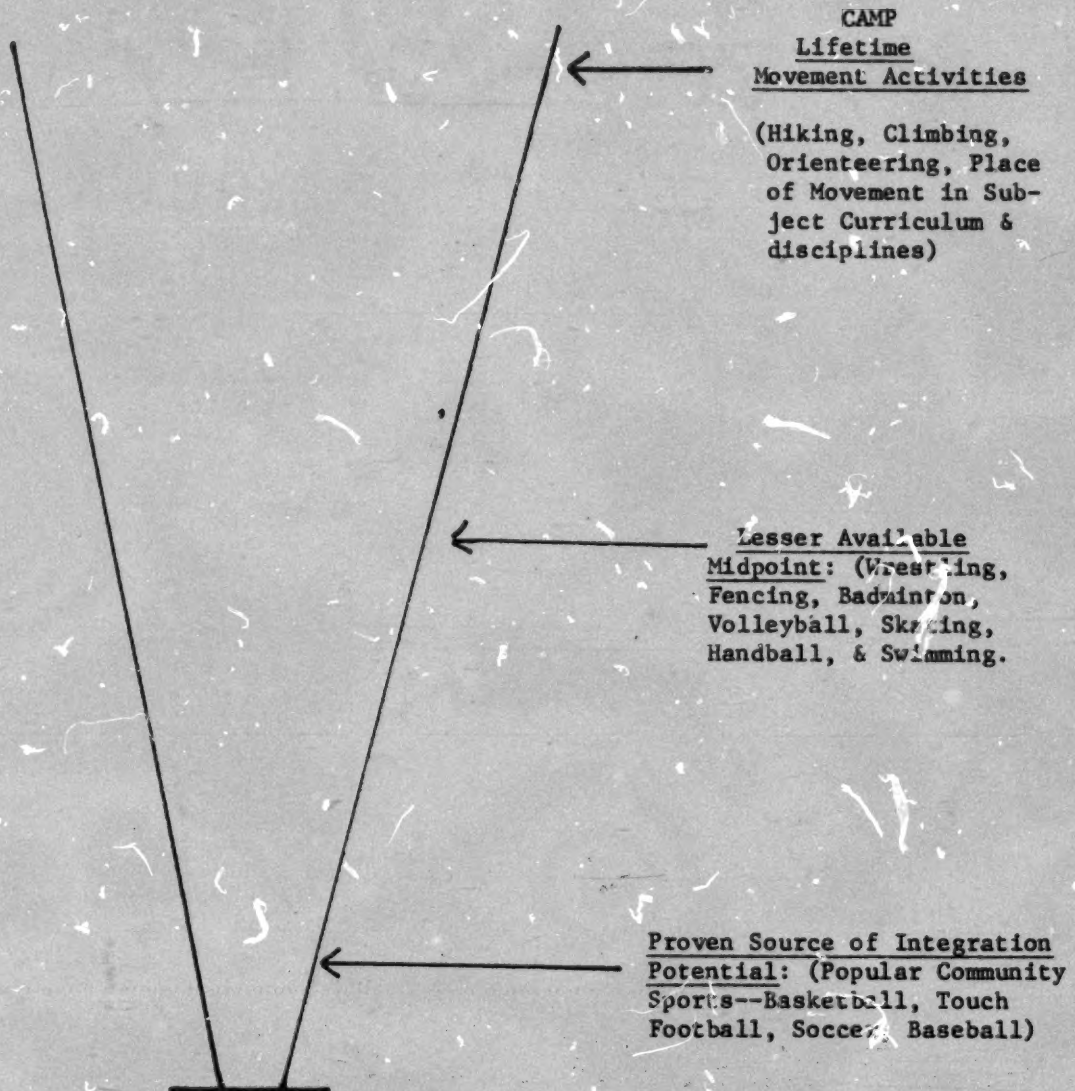
The Magnet Movement-Athletics Program (MMAP)¹ grew out of the desire to facilitate racial integration in the city of Boston. When the court ordered that racial integration must occur in the city schools it was found that opposition to racial integration resulted in violence. The purpose of the MMAP was to determine the feasibility of achieving racial harmony among students through the medium of human movement.

It was felt that through the utilization of a divergent model of physical activity racial integration could more easily be achieved. This model involved the use of activities which were common to most students (i.e. basketball, soccer, etc.) as the base for building interaction. Less available activities were added halfway through the program, and in the final week of the MMAP a living and learning situation that required cooperation was utilized as the culmination of the program (See Figure I).

This program was initiated to carry out the goal of encouraging racial integration between students from the Boston School System (inner-city) and the Brookline School System (suburban). Four hundred 7th and 8th grade students from the two systems took part. Each participant was given one hour of physical activity per week at the Case Physical Education Center of Boston University. The students were bussed from their respective schools at either 9 or 10 o'clock on a Monday or Wednesday. The program ended in a residential field experience in Maine during May. The kinds of activities which were taught at Boston University included

¹ This project was funded by the Bureau of Equal Opportunity, State Dept. of Education, Boston, Massachusetts, Chapter 636, Section 8, 1975.

Figure 1



A DIVERGENT MODEL

gymnastics, swimming, lacrosse, tennis, weight training, basketball, touch football, fencing, and handball. The types of activities which were included in the residential field experience were: orienteering, transection/quadrant analysis, mine study, adventure tasks, field trips to the fish hatchery and game farm, and social interaction skills such as dance, mime, and poetic drama.

*In order to evaluate the success of the MMAP Program measures of student attitudes, self concept and interaction patterns were assessed.

Procedures

A random sample of 100 students were administered two recently developed instruments.

1. The Cheffers and Mancini Human Movement Attitude Scale (CAMHM)(Mancini, 1974) was used to obtain expressed attitudes of the children toward the physical activity program at Boston University. The scale which has reported content validity and a reliability rating of .87 (Mancini, Cheffers and Zaichkowsky, 1975) was administered post test only.
2. A preliminary form of the Martinek-Zaichkowsky Self Concept Scale (MZSC) for children was used to assess the self-concept of the children in the program. This valid and reliable scale (Martinek & Zaichkowsky, 1975) was administered pre and post test.

To measure interaction twelve children were selected by their school teachers as representative of each group; as having leadership impact with students in their respective schools. A trained

observer used the Cheffers Adaptation of Flanders Interaction Analysis System (CAFIAS), a valid and reliable instrument designed to describe verbal behaviors, non verbal behaviors, and interactions (Cheffers, 1972). A 10-minute random sample of each session of student behaviors and interactions with other students and their teachers was used for data analysis. The sample consisted of:

Blacks:	2 girls	All from Boston
	2 boys	
Whites:	2 girls	One each from Brookline and Boston
	2 boys	
Oriental:	2 girls	All from Brookline
	2 boys	

Four major variables were considered for analysis by CAFIAS:

1. The general patterns of interaction observed, during the 10-minute samples taken each session.
2. The activities selected by the students each session.
3. The percentage of the total observation time evidencing student to student interaction.
4. The predominant behavior(s) evidenced by the observed students during the 10-minute sample time each session.

To measure the effect of the camping experience, students and counselors were invited to complete a questionnaire designed to gain simple first hand opinions on friendship, learning, and understanding towards disparate racial membership.

Results and Discussion

Table I provides a breakdown of the mean attitude scores for

the CAMHM attitude scale by school and race. The maximum possible score for the total instrument was 81.

TABLE I
Mean Post-Test Attitude Scores by School and Race

School	N	White	N	Black	N	Oriental
Brookline	24	62.5	3	62.9	21	61.6
Boston	17	61.9	27	63.0	8	62.4

N = number of students in group

The attitude scores between groups are very homogeneous and relatively high, and compare favorably with scores obtained previously by Mancini (1974). The MZSC showed that self concept scores increased from a mean of 7.35 in the pre test to 8.30 in the post test. This difference was significant at the .05 level. Although a control group was unavailable for the MZSC scale, the results showed a significant improvement in the children's self concept after the program was completed.

The attitude and self concept results seem to support the oft heard hypothesis that physical activity is an excellent medium to bring about effective reduction in racial tensions whilst at the same time offering constructive, enjoyable programs around which interethnic harmony can be built.

1. The major patterns of interaction are included in Table II.

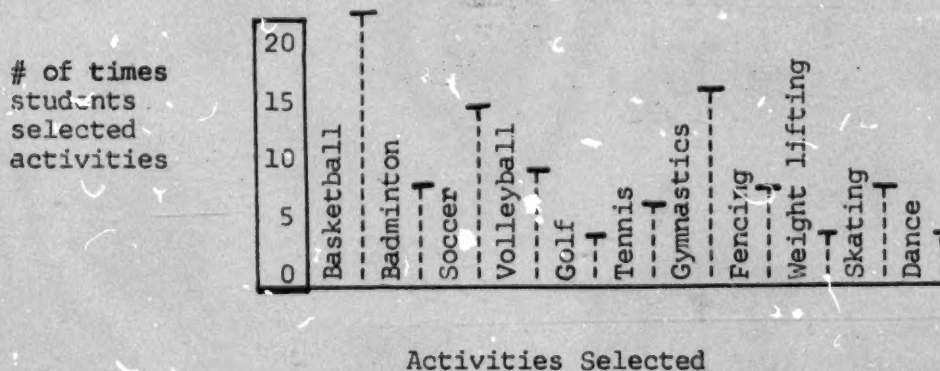
TABLE II
Major Interaction Patterns During Observation Periods

- a. Extended student game playing or interpretation of teacher suggested activity.
- b. Extended student practice of drills and other lead-up activities to games and skills.
- c. Students standing watching activities, or sitting quietly.
- d. Student listening to teachers giving information.
- e. Students playing games with or strongly interacting with the teacher.
- f. Students "flitting around".
- g. Students interacting with other students.

2. The frequency of activities selected by the sample is described in Figure 2.

FIGURE 2

Activities Selected by Sample
(11 students over 8 weeks -- 10-minute observation)



3. The percentage of the total observation time evidencing student-to-student interaction is outlined in Table III.

TABLE III

Average Percentages - Student-to-Student Interaction by Activities

Basketball	(n=21)	=	12.88%
Soccer	(n=11)	=	12.08%
Gymnastics	(n=15)	=	8.73%
Volleyball	(n=9)	=	15.05%
Badminton	(n=8)	=	5.37%
Tennis	(n=5)	=	15.08%
Fencing	(n=3)	=	0.59%
Golf	(n=3)	=	4.09%

n = number of times activity chosen

Total % of Student-to-Student Interaction = 9.75%

4. The predominant student behaviors during the 10-minute sample times are ranked in order of percentage occurrence (see Table IV).

TABLE IV

Ranking	Student Behavior	% of times behavior occurred
1.	Playing games or developing skills	28.1%
2.	Interacting with other children	15.7%
3a.	Standing around	15.2%
3b.	Listening to teacher	15.2%
4.	Practicing activity drills	14.6%
5.	Playing games with or interacting with teachers	7.3%
6.	"Flitting around"	3.9%

The over-all interaction patterns indicate that students spent most of their time playing games, developing skills, or attending to basic drills necessary for skill acquisition. The students also spent time waiting around, watching, and listening to teachers giving information. The percentage of time recorded in this area is higher than was expected. It was noted that a reasonable amount of time (9.97%) was spent in meaningful student interaction throughout all observations recorded.

Whereas the project administrators endeavored to phase out basketball as the semester progressed, pressure from the students brought about its reinstatement. At first glance this appeared to be a failure for the program planners, especially in view of the addictive qualities that this game appears to have with inner-city blacks. However, basketball's potential for interaction was substantiated by the percentages recorded in the study. Basketball may denote a limited curriculum, but where the emphasis is on student interaction, it probably has a great deal to offer.

Fencing, golf, gymnastics, and badminton were found to offer low student interaction percentages. It is interesting to note that fencing received high commendation from outside observers, but failed to meet even minimal expectations of interaction.

During this study children were busily occupied playing games, developing skills, interacting with each other and interacting with the teacher for part of the time (65.6%). Unproductive moments occurred 34.4% of the time. Administrators attributed the unproductive percentages to the personal choice nature of the program.

Open-ended responses to the questionnaire on the student attitudes towards integration at the residential field experience revealed that the students felt they could make friends among other races and did achieve a better understanding of other people (Table V).

TABLE V
Frequency of Student Attitudes Toward Achieving Integration

Question	White		Black		Oriental	
	YES	NO	YES	NO	YES	NO
Can you make friends with other races?	113	2	25	0	18	2
Did you discover anything new about other races?	54	55	16	9	14	6
Do you feel you understand people better as a result of Agassiz Village?	43	0	9	0	5	0
Do you feel you were able to make friends with other people of other ethnic groups as a result of living together in a camping situation?	100	13	26	0	17	2

All questions were optional.

Eighteen counselors responded unanimously in support of the children's opinions. From the counselors' viewpoint, the almost unanimous reaction was that they had benefited immensely from living and working with the children.

Conclusions

1. Movement oriented integration programs do not destroy children's attitudes towards physical activity or cause self concept to be lowered. Indications are that they have a positive effect on these two variables.

2. Movement oriented programs appear to offer a safe and successful medium through which integration can occur.

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